

NEW JERSEY

2000-2001

Guidelines and
Application

BEST

PRACTICES

Deadline for Application to County Office:
NOVEMBER 27, 2000

The Best Practices application is a public document. The information that you provide will serve as the official record. Review the application prior to submission to ensure accuracy and adherence to the guidelines. Type or keyboard information requested on this page and page 2, if applicable.

Category	Language Arts Literacy	(Application is limited to one category. See page 3 for details.)
Practice Name	The Living Museum	
Number of Schools with Practice	1	(If more than one school or district, read and complete information on page 2.)

County	Union		
District (Proper Name)	Berkeley Heights Public Schools		
Address	Street/P. O. Box 345 Plainfield Avenue City Berkeley Heights 07922 Zip Code		
Telephone	(908) 464-1718	Fax (908) 464-7673	Email * Chief
School Administrator	Dr. Richard Bozza		
Nominated School #1 (Proper Name)	William Woodruff School		
Address	55 Briarwood Drive, West Street/P. O. Box		
Telephone	(908) 464-1723	Fax (908) 464-3369	Email** Zip Code
Principal	Patricia Gasparini		
Program Developer(s)	JoAnne Barton		
Application Prepared By	JoAnne Barton & Patricia Gasparini		
Chief School Administrator's or Charter School Lead Person's Signature	<i>Richard D. Bozza</i>		

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY

Approved: ☒ Yes ☐ No County Superintendent's Signature*James V. [Signature]*

NEW JERSEY STATE DEPARTMENT OF EDUCATION

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**NEW JERSEY
BEST PRACTICES
2000-2001 APPLICATION**

Application Requirements: Failure to comply with the procedures for submission of the application will result in the elimination of the application.

1. **RESPONSES** to the information and the statements below must be **ANONYMOUS** and **ACCURATE**. No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in referring to the applicant in responding to the statements
2. **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM** on pages 1, 2 (if applicable), and 4. Do not include any additional materials, as they will not be reviewed in the selection process.
3. Application must be **key-boarded on 8 1/2" x 11" white paper, portrait format. Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used. (This sentence is in twelve-point Times New Roman.)**
4. **KEYBOARDED RESPONSES** to all the statements below must be **no more than a total of four pages. Keyboard and number the statement followed by the response.** Format your response for accuracy and clarity.
5. **The information on page 4 and the responses to statements must be copied on one side of the page. The information on pages 1 and 2 (if applicable) must be copied on one side of the page.** Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.
6. **The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.**
7. **The original and seven copies of the application must be submitted to the county superintendent of schools by November 27, 2000, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.**

The following data is required to assist the panelists in the evaluation of the application:		
Type of School	Grade Levels	Practice Name <u>The Living Museum</u>
<input checked="" type="checkbox"/> Elementary School	<u>2-5</u>	Number of Schools with Practice <u>1</u>
<input type="checkbox"/> Middle School	<u> </u>	Number of Districts with Practice <u> </u>
<input type="checkbox"/> Junior High School	<u> </u>	Location <input type="checkbox"/> Urban/City <input type="checkbox"/> Suburban With Urban Characteristics
<input type="checkbox"/> High School	<u> </u>	<input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Small City/Town <input type="checkbox"/> Rural
<input type="checkbox"/> Other: <u> </u>	<u> </u>	

Check the ONE CATEGORY into which the practice best fits.		
<input type="checkbox"/> Arts (Visual and Performing Arts) <input type="checkbox"/> Assessment/Evaluation <input type="checkbox"/> Bilingual Education and Diversity <input type="checkbox"/> Citizenship/Character Education <input type="checkbox"/> Early Childhood Education Programs <input type="checkbox"/> Educational Support/Guidance and Counseling Programs	<input type="checkbox"/> Educational Technology <input type="checkbox"/> Gifted and Talented Programs <input type="checkbox"/> Health and Physical Education <input checked="" type="checkbox"/> Language Arts Literacy <input type="checkbox"/> Mathematics <input type="checkbox"/> Professional Development <input type="checkbox"/> Public Engagement (family involvement and partnerships with business, community, school districts, and/or higher education)	<input type="checkbox"/> Safe Learning Environment <input type="checkbox"/> School-to-Careers/Workplace Readiness <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Special Education <input type="checkbox"/> World Languages

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.
2. List the specific *Core Curriculum Content Standards, including the Cross-Content Workplace Readiness Standards,** addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.
3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.
4. Describe how you would replicate the practice in another school and/or district.

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at <http://www.state.nj.us/education>.
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1.) Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.

The practice proposed for recognition as a *Best Practice* is titled *The Living Museum*. *The Living Museum* is a language arts based project that encompasses the Multiple Intelligences. *The Living Museum* presents an opportunity for students to learn more about themselves, and therefore identify similar characteristics in a famous person. This research project was developed for fifth graders as a means of having the students become reflective about their own lives. The self-learning that occurs gives the students an opportunity to extend this knowledge beyond themselves and to select a biography of a famous person whose life has impacted the world. There is an artistic demonstration of *The Living Museum* at the completion of this project. Each of the historical figures is given life and presence through re-enactment of his/her life on stage in *The Living Museum*. The museum comes to life by a patron pushing the button on the famous person. The person is realistically dressed and is brought to life through the actions and words of the fifth grader. The fifth grader delivers a chronological account of the subject's accomplishments, achievements, and his/her impact on the world. This project has become one of the rites of passage as a fifth grader in the school.

The following objectives will be met through this language arts based project.

- The learner will gather, interpret, and discuss information about himself/herself from birth to present.
- The learner will chronologically organize personal events and experiences into a timeline.
- The learner will create a timeline that utilizes words, phrases, and a picture to depict his/her life.
- The learner will hypothesize about his/her life in the future based on present desires, hopes, and dreams.
- The learner will elaborate, through writing, about his/her life 5, 10, and 15 years into the future.
- The learner will depict him/herself through the drawing of a self-portrait.
- The learner will differentiate between two autobiographical sketches to identify essential details.
- The learner will use the writing process to write an essay incorporating significant personal details.
- The learner will research an autobiography/biography of interest in order to select a historical figure.
- The learner will analyze text to delineate personal attributes, significant events, and major contributions of the historical figure to the world.
- The learner will collect significant data from the biography to be used as part of the script for his/her presentation.
- The learner will formulate questions and employ interviewing skills.
- The learner will implement each step of the writing process.
- The learner will write an editorial for a newspaper announcing the individual's achievement to the world during a specific era in history.
- The learner will organize information by writing a multi-paragraph composition.
- The learner will analyze information to determine the essential pieces to be included in the presentation.
- The learner will use video taping as a means to critique self and peers.
- The learner will evaluate his/her writing through checklists and a rubric assessment tool.
- The learner will incorporate memorization skills in depicting the historical character.
- The learner will practice the skills of delivery and poise in public speaking.
- The learner will present a visual production of his/her character through a stage presentation.
- The learner will visually resemble his/her chosen character through verbalization, body actions, and authentic costume.
- The learner will utilize public speaking skills in a presentation to multi-grade peers, teachers, and parents.

This practice is innovative by using a multi-sensory approach, which enables the students to learn about an influential, historical figure they have chosen to research. The students are taught to apply all of the language arts skills of reading, writing, speaking, viewing, sharing, and listening in a manner that promotes life-long learning. The research based project entices the learner by first acknowledging one's own accomplishments and important events. This initial portion of the project is essential for the learner to become sensitive and aware of his/her own presence in the world. The learner is then encouraged to select a biographical subject based on his/her own interests and aspirations. Once this connection is made, the learner is completely entrenched in reading, analyzing, and citing examples that reflect the profound impact of the chosen famous person. The learner then becomes the ambassador for sharing the individual's life with his/her classmates. At this point, the project goes one step beyond, and the learner becomes the historical figure. The transformation that occurs during this culminating activity clearly demonstrates the level of connection the students have embraced through the completion of the project.

Exceptional student achievement is clearly obtained through the development of specific activities that encourage and support the learner to reach the teacher's level of expectation. Each of the activities is designed to build upon the prior one. The learner begins the project at the lower level of Bloom's Taxonomy where knowledge gathering is taught. He/she completes the project at the levels of synthesis and evaluation. The learner is motivated by the project and transfers this enthusiasm to the quality of the finished project. The learner concludes the project by not only looking at oneself with a critical eye, but also by assisting one's peers through the critiquing of their work.

2. List the specific *Core Curriculum Content Standards*, including *Cross-Content Workplace Readiness Standards*,* addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.

The following New Jersey Core Content Standards and Cross-Content Workplace Readiness Standards were addressed in *The Living Museum* project.

Standard 3.1- All students will speak for a variety of purposes and audiences.

- Students interview family members to gather information through the process of listening.
- Students modify oral communication by critiquing video taping done prior to stage performance.
- Students alternate their roles as speakers and listeners when reviewing newspaper articles and the stage performances.
- Students present their famous individual by sharing their accomplishments and presenting information.
- Students learn to be expressive in the delivery of their recited speeches.
- Students use cited examples from text in summary format to present their famous person.
- Students characterize their famous person through speech, verbal and nonverbal actions, and costume.

Standard 3.2-All students will listen actively in a variety of situations to information from a variety of sources.

- Detailed information from family interviews enables the students to listen and process essential elements for their autobiography.
- Students demonstrate comprehension of the selected biographies presented in *The Living Museum*.
- Interviewing procedures develop listening strategies to analyze and critique classmates' work.
- Students interpret 21 other famous individuals' lives by listening via videotape and to live performances of *The Living Museum*.

Standard 3.3-All students will write, clear, concise, organized language that varies in content and form from different audiences and purposes.

- Students prewriting incorporates data collection, responses to interview questions, and chronologically organized personal information.
- Students' prewriting permits them to be expressive in their thoughts and feelings.
- Students write for an array of purposes which include sharing information about themselves in their autobiographies. Essay writing allows the students to inform through their biographical sketches, newspaper articles are written to present historical data, and a speech is written to summarize the subject's life.

Standard 3.4- All students will read a variety of materials and texts with comprehension and critical analysis.

- Students use reading of biographies for pleasure and research information.
- Students read biographies focusing on comprehending the material and looking for critical pieces of information.
- Students select biographies to link aspects of the text with experiences and events in their own lives.
- Students identify passages from biographies to be included in their speeches.
- Students are able to demonstrate comprehension through the writing of their articles and through their speech for *The Living Museum*.
- Students will demonstrate comprehension through summarizing and retelling of the famous person's life.

Standard 3.5-All students will view, understand, and use nontextual visual information.

- Students will view videotapes of *The Living Museum* and report information through speaking, writing, and their own visual representations.

Cross-Content Workplace Readiness Standards

- Students set long and short term goals for completing each aspect of the project.
- Students work with their classmates to accomplish different tasks.
- Students evaluate their actions and accomplishments through viewing of video taped performances.
- Students provide constructive criticism to classmates to assist them in performing well.
- Students apply reading and writing skills to communicate effectively with different audiences.
- Students expand their knowledge and oral/acting skills.

3.) Describe the educational needs of the students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.

The inception of this project was based on having the fifth grade students learn more about themselves and to be able to transfer this knowledge to a famous person who they respected. The project incorporates all aspects of language arts instruction, specifically; reading, writing, speaking, listening, and viewing. The culminating performance permits the students to use a multi-sensory approach and demonstrate their delivery skills and acting abilities.

The objective has been met using performance assessments to evaluate the students' achievements. These assessments were created specifically for this project and include both a rubric and checklist.

Students are assessed on key components of the long term project. The checklist and rubric serve as the vehicles to assess the students. The checklist is used to assess the first part of the project that requires the students to learn more about themselves. The checklist is used to evaluate the performances of the following components:

- Data collection of personal information
- Accuracy of timeline
- Organizing of personal events
- Writing about the future

The rubric is implemented as the final assessment for grading the students' autobiographies. Each student submits a rough draft of his/her autobiography. The teacher conferences with each student and collaboratively, suggestions are made to improve his/her piece of work. The rubric is utilized to grade the students on four key areas of their writing. The rubric number value is equated to a letter grade to assist the students in interpreting their evaluations.

- Organization and Content
- Sentence Construction
- Mechanics
- Usage

This is the third year of completing *The Living Museum*. To better assist the students in gaining feedback and to acknowledge the accomplishments of individual students, a rubric is being developed which will permit the students to self-evaluate and peer evaluate their final performances in *The Living Museum*. This is an important evaluative tool, which will benefit the students in further developing their oral presentation skills.

4.) Describe how you would replicate the practice in another school and/or district.

This project can be replicated by initially directing the students to become conscious and sensitive to their own lives. Through the process of interviewing family members, students learn about themselves. Once students gather information, different communication vehicles are implemented to write and depict the information. These initial steps assist the learners in becoming connected, which enables them to realize the significance of writing their autobiography. The learner works to compose and publish his/her own personal story using the writing process. Paralleling this activity, the students then identify with a chosen historical figure who has significantly impacted the world around them. Through reading, analyzing, and citing examples from the text, the learner delves into his/her biographical subject's life. The student becomes a specialist on the famous person and shares the new found information through various forms of media. The students generate newspaper articles, relevant to the era, which describe the monumental accomplishments of the selected individual. Students engage in critiquing each other's article to be sure it clearly communicates the subject's achievements. Video critiquing is introduced to assist the learners in reviewing and improving their final project. The culminating activity is then produced through the performance encapsulated in *The Living Museum*. The finale, a staged performance by the students, dramatizes the subject's life through realistic costumes, actions, and a monologue about the historical figure. All of the students in the school and fifth grade parents are invited to attend *The Living Museum* which is performed in the Media Center. The acting and poise of the fifth graders impresses the younger students and sets the stage for their future performance in *The Living Museum*.